CBSE 7201T

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**Wiki Assignment # 2: Submit at least “six” annotations, cited in APA: 6th ed. Format (this is the beginning of your Reference List) on WikiSpaces before Class #5. Please bring a paper copy to Class #5 (10/9) for discussion and peer review.**

References

1. Cavanaugh, C., Dawson, K., & Ritzhaupt, A. (2011). An Evaluation of the Conditions, Processes, and Consequences of Laptop Computing in K-12 Classrooms. Journal Of Educational Computing Research, 45(3), 359-378.

* This article explores the effect laptop use had on classrooms in Florida. The study referenced in this article found that student learning increased in conjunction with the use of laptops in the classroom. The study also mentions that professional development for technology use was an important element in the increase in student learning.

1. Wang, C., Ke, Y., Wu, J., & Hsu, W. (2012). Collaborative Action Research on Technology Integration for Science Learning. Journal Of Science Education & Technology, 21(1), 125-132. doi:10.1007/s10956-011-9289-0

* This article looks into technology integration in a sixth grade science classroom. While the use of blogs, power point, and the internet was exciting to students, the study found that many students lacked basic information literacy. The lack of information literacy (note-taking skills, etc.) shows that if prior knowledge isn’t present, technology will not benefit students. In other words, the technology was lost on these students.

1. Blau, I. (2011). Teachers for "Smart Classrooms": The Extent of Implementation of an Interactive Whiteboard-based Professional Development Program on Elementary Teachers' Instructional Practices. Interdisciplinary Journal Of E-Learning & Learning Objects, 7275-289.

* This article looks at smart board usage in the classroom. The study was produced after teachers completed a professional development workshop on smart board technologies. The question being asked was how training in technology integration affected teachers’ instructional practices. There were mixed results. Essentially, students benefited from the use of smart boards. However, there were less student to student interactions, as well as a diminished role of the teacher. This leads to the question of whether or not teaching with technology is completely beneficial to student learning.

1. House, J. (2012). Science Achievement of Elementary-School Students in the United States and Japan in TIMSS 2007: AN ASSESSMENT OF THE EFFECTS OF TECHNOLOGY ENGAGEMENT AND CLASSROOM LESSON ACTIVITIES. International Journal Of Instructional Media, 39(3), 263-274.

* This article describes a study on the impact of technology on fourth grade science students in Japan and the USA. The results of the study state that computer use increased achievement in science. However, some students played computer games, which did not help achievement in science. This is an example of how the misuse of technology can be distracting and hinder student learning.

1. Lefever-Davis, S., & Pearman, C. (2005). Early Readers and Electronic Texts: CD-ROM Storybook Features That Influence Reading Behaviors. Reading Teacher, 58(5), 446-454.

* This article examines a study into how CD-ROM storybooks influence reading behaviors. The study found that CD-ROMS have “the potential to promote passivity, putting readers into a sort of "spectator stance" in which they let the computer do the "work" of reading rather than becoming actively engaged in the reading process.” This article is a good example of when technology integration actually hurts student learning.

1. Vekiri, I. (2010). Socioeconomic differences in elementary students' ICT beliefs and out-of-school experiences. Computers & Education, 54(4), 941-950.

* This article describes a survey of various fifth and sixth grade students in Greece.   
  The purpose of this survey was to see if there was a correlation between SocioEconomic Status (SES) and beliefs and use of Information and Communication Technologies (ICT). The survey revealed that students from lower SES families tended to have less access to ICT. Correspondingly, these students were less confident of their ability to use technology. This survey supports the need for more ICTs in the classroom. This is particularly relevant in respect to the growing use of technology throughout the world. I can use this article to exemplify the need for technology in our classrooms. The bigger question, of course, is whether this technology does more harm than good (in terms of student learning)?